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AUTHOR Casteel, Carolyn P.; And Others
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ABSTRACT

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on word recognition is one of five designed to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet aim specifically to provide knowledge of word recognition skills; to assess word recognition skill development; to develop instructional strategies for word recognition; and to evaluate instructional activities in terms of word recognition skill development. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record; transparencies on word recognition; an example of informal assessment; and an evaluation record for the inservice program. (HAI)

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Interfacing Essential Competencies and Learner Outcomes With Developmental Reading: Program For Improving Reading Achievement

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Word Recognition: Inservice Mini-Package For Teachers

By:

Carolyn P. Casteel
Reading Specialist
Monongalia County

Lowell E. Johnson
Professor of Education
Fairmont State College

L. Carol Morgan
Elementary Supervisor
Wyoming County

Merrill L. Meehan
Research Assistant Professor
University of Pittsburgh

Joseph C. Basile, II
Director
Instructional Learning Systems

Division of Instructional Learning Systems
Bureau of Learning Systems
West Virginia Department of Education
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GUIDELINES FOR CONDUCTING COMPETENCY-BASED INSERVICE

Materials Needed

- Attitude Feedback Forms (AFF)
- Overhead Projector
- Transparencies
- Transparencies (Acetate Sheets)
- Documents:
  - Mini-Packages:

    (Select the one to be used for the inservice program.)

    - Word Recognition: Inservice Mini-Package for Teachers
    - Comprehension: Inservice Mini-Package for Teachers
    - Work and Study Skills: Inservice Mini-Package for Teachers
    - Readiness - Inservice Mini-Package for Teachers
    - Recreational and Personal Development Reading: Inservice Mini-Package for Teachers
  - Indicators of Effective Inservice: Instructional Packages
  - Essential Competencies and Learner Outcomes: K-8, Reading
- No. 2 Pencils
- IBM Answer Sheets
- Postassessment (Posttest)

Steps to Follow in Conducting Workshop

1. Registration and Orientation
   - Registration

     The following information should be secured on a registration form:

Participant's Name _____

Title _____

County/School _____

Date _____

- Orientation
  - Rationale - Read verbatim package rationale and include local rationale and needs assessment data. Explain the importance of the competency-based staff development workshop
  - Objectives - Read verbatim terminal objectives so that participants will know the specific intents of the competency-based staff development workshop
  - Proposed Inservice Schedule -
    - Explain the Proposed Inservice Schedule and timeline (timeline altered to meet local needs)
    - Explain the Table of Contents
      - Gestalt of Package
      - Introduction
      - Rationale
      - Terminal Objectives and Enabling Objectives
      - Preassessment (Pretest)
      - Attitude Feedback Form
      - Self-Evaluation Record
      - Evaluation - Objective Mastery Chart
      - Appendixes
      - Indicators of Effective Inservice: Instructional Packages

II. Preassessment (Pretest)

- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets
- Use "Directions for Completing the Machine-Scorable Answer Sheets"
- Return completed Machine-Scorable Answer Sheet to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

III. Self-Evaluation Record and Evaluation - Objective Mastery Chart

- Explain the use of the Self-Evaluation Record by the workshop participant
- Explain the use of the Evaluation - Objective Mastery Chart by the workshop leader and the small group leaders

IV. Attitude Feedback Form

- Explain the use of the Attitude Feedback Form
- Collect and compile data from Attitude Feedback Forms
- Present synopsis of data if you desire to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

V. Instruction

- Follow package as designed
- Use large group, small group, and independent study techniques as called for in the package

VI. Postassessment (Posttest)

- Request copies of postassessments (posttests) from Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305
- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets

- Use "Directions for Completing the Machine-Scorable Answer Sheets"

- Return completed Machine-Scorable Answer Sheets to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VII. Additional Material Needs or Clarification

- Contact Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VIII. Consultant Services or Technical Assistance

- Contact:

  - State Education Agency

    - Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

    - Raymond Brinzer, Curriculum Development Specialist, Language Arts, K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

  - Package Authors

    - Lowell Johnson, Professor of Education, Fairmont State College, Fairmont, West Virginia 26554

    - Carolyn Casteel, Graduate Student (West Virginia University), 1293 Van Voorhis Road, Apartment J, Morgantown, West Virginia 26505

    - Carol Morgan, Elementary Supervisor, Wyoming County Schools, P. O. Box 69, Pineville, West Virginia 24874

    - Merrill L. Meehan, Research Assistant Professor, University of Pittsburgh, 2604 Cathedral of Learning, Pittsburgh, Pennsylvania 15260

    - Joseph C. Basile, II, Director, Division of Instructional Learning Systems, West Virginia Department of Education, Capitol Complex, Building 6, Room 318, Charleston, West Virginia 25305

West Virginia Department of Education
Bureau of Learning Systems
Division of Instructional Learning Systems

A Program for Improving Reading Achievement

DIRECTIONS FOR COMPLETING THE MACHINE-SCORABLE ANSWER SHEETS: MINI-PACKAGES

PART I: (Sheet Vertical) (use a No. 2 pencil)

In the upper left block for fill-in information:

1. Under "School or Organization" write in the name of your school.
2. Under "Name of Test" write in the name of the mini-package (e.g., Comprehension) followed by a dash and one of the following words as instructed by the session leader--"Pretest" or "Posttest" or "Indicators."
3. Under "Date of Test" write in the present month, day, and year.
4. Leave "Grade and Section" blank.

PART II: (Sheet Horizontal)

1. Write in the name of your county in the boxes under "Last Name"; next, darken the correct "oval" under each letter of the county name.
2. In the box and column for your first initial, write in the code letter for the mini-package as per the codification key below. Next, darken the correct "oval" under the code letter you wrote in.

Mini-Package	Code Letter
Comprehension	C
Recreational Reading and Personal Development	P
Readiness	R
Work and Study Skills	S
Word Recognition	W

Directions for Completing the Machine-Scorable Answer Sheets: Mini-Packages (continued)

3. In the box at the top of the "Second Initial" column, write in "M" if you are a male or write in "F" if you are a female. Next, darken the "oval" under either "M" or "F."

PART III: (Sheet Horizontal)

In the "Student Number" section:

1. In the first number column, write in the correct number according to the following code:

   0 = Pretest (A)
   1 = Posttest (B)
   2 = Indicators of Effective Inservice: Instructional Packages (IEIIP) (Evaluation of the actual mini-package utilized by the participant in the inservice)
   3
   4 (May be assigned later)
   9

2. In the next two columns (the second and third) write in your correct age in years.

3. In the next two columns (the fourth and fifth) write in your two digit session code which your session leader will give to you. It is _____.

4. In the last four boxes (the sixth through ninth) write in your last four social security numbers or any other random set of four numbers, such as your house street number or the last four digits of your telephone number. Pick a set of four numbers that you will remember easily for other data collection devices.

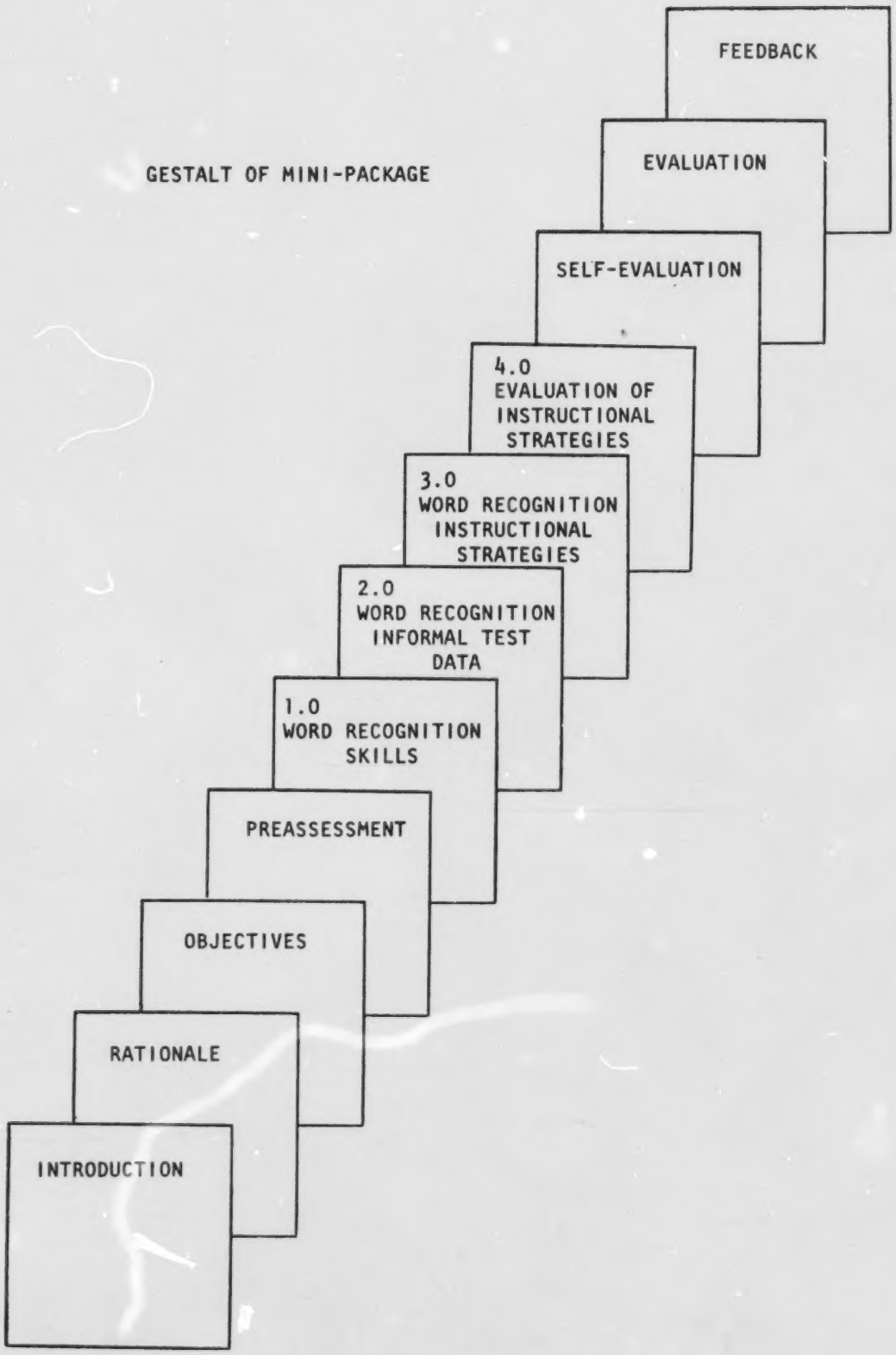
5. Last, darken in the correct "ovals" under each number in this section. Every column should have a number in it; there are no blanks.

PART IV: (Sheet Vertical)

1. Read the "Marking Instructions" section (in the square).

2. Fill in the numbered items with your responses.

GESTALT OF MINI-PACKAGE



WORD RECOGNITION: INSERVICE MINI-PACKAGE FOR TEACHERS

Introduction

The West Virginia Board of Education and the West Virginia Department of Education believe the primary purpose of education is the improvement of students' knowledge, attitudes and skills. In February 1975, after a systematic and extensive statewide survey of citizens of West Virginia, the West Virginia Board of Education and the West Virginia Department of Education established seventeen learner goals in four priority levels and formally adopted these goals as the Educational Goals for West Virginia.

Priority Level I of the Educational Goals for West Virginia has one goal:

> "Each individual shall acquire mastery of the skills needed for reading, writing, speaking, perceiving and using numbers."

This priority Level I goal gave impetus to the development of a comprehensive program for improving reading achievement. This major thrust was initiated through the Bureau of Learning Systems and the Division of Instructional Learning Systems.

On June 27, 1975, the State Superintendent of Schools commissioned the Reading Achievement Task Force to produce recommendations for the establishment of a state plan for improving reading achievement. After extensive data collection and data analysis, the Task Force presented the Report of the Reading Achievement Task Force to the State Superintendent of Schools.

On November 14, 1975, the State Board of Education adopted a resolution establishing the teaching of reading and the other communication skills as the highest curricular and instructional priority in the schools. As of December 12, 1975, the State Board adopted A Program for Improving Reading Achievement (PIRA) as the objective process-based model for improving reading achievement. This comprehensive plan (PIRA) is the result of the substantive commitment of the West Virginia Board of Education, West Virginia Department of Education, county boards of education, county education agencies, regional education service agencies, institutions of higher education and classroom teachers.

PIRA outlines five major objectives:

- Establish in West Virginia elementary schools the priority of teaching reading and the other basic communication skills.
- Develop procedures which will insure implementation of teaching practices that will concentrate on reading and the other basic communication skills.
- Provide educational programs which may be utilized by the parent-community for the purpose of becoming knowledgeable regarding the development of reading skills in children.

- Revise standards for training and certifying K-8 personnel.
- Facilitate, coordinate and disseminate assessment, evaluation, and research related to reading achievement in West Virginia.

By resolution, the West Virginia Board of Education and most counties in the State have demonstrated commitment to the five major objectives of PIRA by naming reading as the highest curricular and instructional priority. The West Virginia Department of Education is presently implementing PIRA with Right-to-Read funds and existing resources within the Division of Instructional Learning Systems, Bureau of Learning Systems.

This inservice instructional package, Word Recognition: Inservice Mini-Package for Teachers, is one of a series of competency-based staff development packages which is designed to raise the competency level of the county reading administrators, principals, and teachers and to help learners meet the challenges of learning to read.

It is believed that these materials will contribute to the improvement of reading achievement in West Virginia.

Joseph C. Basile, II
Director
Division of Instructional
Learning Systems

RATIONALE

This competency-based inservice package in word recognition is the second in a series of five mini-packages which are based upon the Instructional Learning Systems Model developed by the Bureau of Learning Systems, West Virginia Department of Education. This word recognition package is designed to present teachers with the essential competencies and learner outcomes involved in the developmental reading program. Specifically:

1. To provide knowledge of word recognition skills.
2. To assess word recognition skill development.
3. To develop instructional strategies for word recognition.
4. To evaluate instructional activities in terms of word recognition skill development.

The prerequisites for this package include:

1. A knowledge of the reading process and the relationship of word recognition to it.
2. A belief that the development of word recognition skills varies among learners necessitating the personalization of instruction.
3. A belief that teacher-made activities should supplement the basal reading program.

It is believed that the consequence of this packet will be evidenced in the improved teaching of word recognition skills and in increased proficiency of learners in applying word recognition skills to reading materials.

WORD RECOGNITION: INSERVICE MINI-PACKAGE FOR TEACHERS

Terminal Objectives

At the conclusion of this inservice component, the participant will:

1.0 Demonstrate a knowledge of word recognition skills.

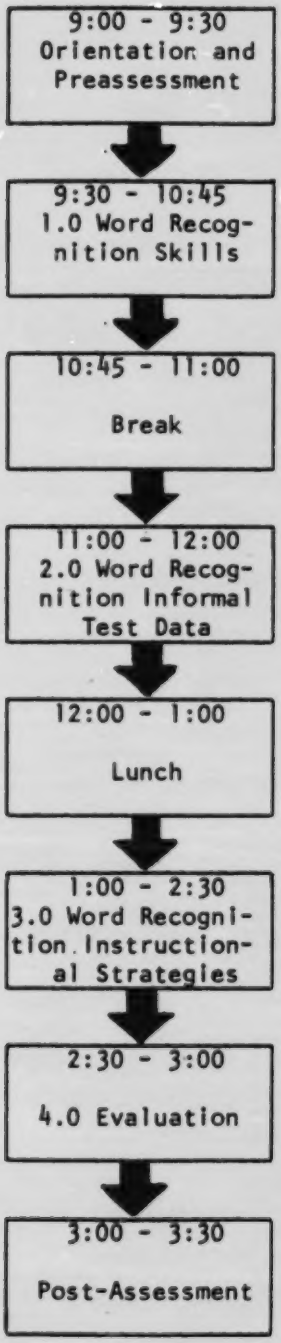
2.0 Analyze and synthesize informal test data for word recognition skills at the classroom level.

3.0 Propose instructional strategies for word recognition.

4.0 Evaluate a skill reinforcement packet for word recognition.

Enabling objectives which further define these terminal objectives are listed prior to each section of this inservice component.

PROPOSED INSERVICE SCHEDULE



WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

Preassessment

The following questions are examples of teaching or testing items for word recognition. Read the items and select from the responses the skill it represents. Place your response in the blank space at the left.

1.1 _____ Circle the blends in the following words:

Stripe Blend Elephant Church

This item is an example of:

a. vowel diphthongs
b. syllable concepts
c. consonant blends
d. consonant digraphs

1.1 _____ Identify the prefixes and suffixes in the following words:

Prefix Mistake Nonsmoker Hostess

This item is an example of:

a. inflectional endings
b. compound words
c. word families
d. affixes

1.1 _____ Forming plurals of words is an example of:

a. inflectional endings
b. affixes
c. possessives
d. letter sound association

1.1 _____ CVC, CVCE and CVV are examples of:

a. "r" controlled vowels
b. initial consonants
c. vowel diphthongs
d. vowel patterns

2.1 _____ Homer Homophone is interested in developing an informal assessment for the teaching of word recognition skills. Which of the following is NOT a guideline for preparing an informal assessment.

a. mastery level
b. a scope and sequence of skills
c. content
d. directions

Preassessment (continued)

2.2 Examine the chart below and answer the following questions.

	ANN	MARY	CAROLYN	KENT	LOWELL
Syllables	+	-	+	+	+
Word Families	+	-	+	-	+
Contractions	-	+	-	+	-

A plus indicates mastery of the skill and a minus indicates non-mastery.

2.2 _____ A skill listing in word families would include the following learners.

a. Kent and Mary
b. Carolyn, Ann and Lowell
c. Mary, Carolyn and Lowell
d. No skill listing needed

2.2 _____ A skill listing in contractions would include the following learners:

a. Ann, Carolyn and Kent
b. Lowell, Carolyn and Ann
c. Carolyn, Kent and Ann
d. Mary and Kent

3.1 _____ In designing a skill reinforcement packet, the objectives should:

a. be based upon understandings
b. be stated in performance terms
c. develop appreciation for the packet
d. all the above

3.1 _____ In designing a skill reinforcement packet, which one of the following characteristics should be considered:

a. creativity
b. modality instruction
c. individualized instruction
d. all of the above

3.1 _____ In designing skill packets, which of the following criteria is NOT essential:

a. student involvement in setting standards
b. self-evaluation
c. principal concerns
d. system for placement

Preassessment (continued)

3.2 _____ Which idea about record keeping is most essential for skill reinforcement packets?

a. assigning grades
b. providing information for the cumulative folder
c. providing information to the reading supervisor
d. recording packet assignment and completion

4.1 _____ In evaluating a skill reinforcement packet for word recognition which of the following would NOT be assessed?

a. record keeping system
b. cost of constructing the packet
c. provision for learner self-evaluation
d. activities

1.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

1.0 Demonstrate a knowledge of word recognition skills.

1.1 After studying definitions of word recognition skills and illustrative examples of each major skill category contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match the skill with the example with 80% mastery.

1.1 DEFINITION OF WORD RECOGNITION SKILLS

Directions: Below are definitions of word recognition skills. Prior to your reading these definitions, the inservice leader will present an explanation of the major categories in word recognition via transparencies (See Appendix B). Listen to the inservice leader's explanation, read the definition and complete the exercise which follows:

WORD RECOGNITION - refers to the ability of the learner to derive the pronunciation of words through the process of decoding, of associating it with its context, its configuration, or by any other means which enables the learner to recognize words.

A. Letter Forms - refers to the ability of the learner to recognize the letters of the alphabet in capital and lower case forms.

B. Alphabet Identification and Sequence - refers to the ability of the learner to identify letters of the alphabet and to know the order in which the letters occur.

C. Sight Vocabulary - refers to those words which the learner can recognize immediately without a letter by letter analysis or use of context clues. The words make up approximately one-half of reading matter in elementary reading materials (Ekwall, 1970).

D. Context Clues - refers to the ability of the learner to derive meaning and/or pronunciation of a word from its use in sentences (Ekwall, 1970).

E. Phonics - refers to the teaching of techniques about the sound of written words so that learners develop the ability to determine the pronunciation of printed symbols.

1. Letter Sound Associations - refers to the ability of the learner to see a printed symbol and attach the sound which the symbol represents.
2. Consonants - refers to all the letters of the alphabet excluding the vowels. They may have variant sounds as in c and g. Consonants may occur at the initial (beginning) medial (middle) or final (end) position of a word.
   a. Consonant blends - refers to two or three consecutive consonant letters. Each consonant retains its own sound, e.g., bl, sk, spl.
   b. Consonant digraphs - two consecutive consonant letters which produce a new sound, e.g., ph, ch, sh.
3. Vowel - refers to the letters of the alphabet which are not consonants except y and w which sometimes function as vowels. A vowel sound may be short as in the word bed or long as in the word tree.

Definitions (continued)

4. Vowel Patterns/Syllable Concepts to Vowels - vowels appear in three patterns and consonants give clues about the sound represented by the vowel. The three patterns are:

   a. VC and CVC - vc: at, cvc: ran - Vowel has a short sound.

   b. VCE and CVCE - vce: ate, cvce: hope - Vowel has a long sound.

   c. CV and CVV - cv: be, cvv: lie - Vowel has a long sound.

5. Variant Vowel Sound - refers to those vowel sounds which do not occur in patterns. These include:
   a. Vowel Digraphs - two consecutive vowels having a single long sound, e. g., plain.
   b. Vowel Diphthongs - all have o and another vowel. These include oi, oy, ou, and ow. Examples are oil, house, plow, and boy.
   c. "r" Controlled Vowels - vowels followed by the letter r. Examples include *ar* as in car, *er* as in term, *ir* as in sir, *or* as in corn, and *ur* as in turtle.
   d. Schwa Sound - an unstressed vowel sound which is represented by the inverted e (ə). ə about, beaten, circus.

F. Structural Analysis - refers to the ability of the learner to utilize word parts (e.g., affixes, root words, inflected endings, etc.) in order to derive the meaning or pronunciation of words (Gillespie and Johnson, 1974).

1. Compound Words - two root words joined together to form a single word, e.g., any body, anybody.
2. Inflectional Endings - refers to a change of word form to show certain grammar relationships. These include plural ending (s, es) verb forms (ing, ed) and comparative ending (er, est).
3. Root Words - refers to the central construction of words which cannot be subdivided and retain meaning. Root words may stand alone as in sun or be combined with affixes as in unhappy or join compound words. Root words often come from Latin and Greek as in bio in biology.
4. Affixes - are composed of prefixes and suffixes. Prefixes precede the root words as in un-happy and suffixes follow the root word as in teach-er.
5. Syllable - one or more speech sounds which constitute an uninterrupted unit. Each syllable must contain at least one vowel sound.
6. Word Families - refers to meaningless sound units to which consonants are fixed to form words. For example, ig - pig, fig, dig; ake - cake, brake.

Definitions (continued)

7. Contractions - are a shortened form of two words formed by omitting some of the letters or sound in the second word; an ' holds the position of the omitted letters and/or sounds (Keith, 1974).
8. Possessives - are formed by adding 's or s' to nouns and indicate ownership, e.g., boy's, girls'.
9. Accents - determine the syllable(s) in a word which should be stressed.
10. Hyphen - a dash between word or word parts, e.g., mother-in-law, mid-year.

1.1 WORD RECOGNITION SKILL SHEET

Directions: Below are examples of word recognition activities. Read the activity and use the EC/LO: K-8 competency guide and definitions to identify the word recognition skill represented. This activity can be an individual or group activity. The word recognition categories are: Letter Forms, Alphabet Identification and Sequence, Sight Vocabulary, Context Clues, Phonics, and Structural Analysis. Skills are numbered under these categories in the EC/LO: K-8.

EXAMPLE OF SKILL	NAME OF SKILL
1. Have the learner put two words together to form a new word. a. sun shoe b. snow one c. cow shine d. every boy	1. Category: _____ Skill: _____
2. The teacher pronounces a word and the learner circles the letter sounds heard in the word. word pronounced a. or ir ar (bird) b. ur ar or (fur) c. ar er or (card)	2. Category: _____ Skill: _____
3. Have the learner circle the correct ending sound of each word. moo__ l, t, n bo__ s, x, z	3. Category: _____ Skill: _____
4. Join the following prefixes and suffixes to a base word to form a new word. Write the new words. Prefix / Base Word / Suffix bi / act / ment non / part / ly un / grate / ful de / month / ive e.g. bimonthly _____ _____ _____	4. Category: _____ Skill: _____

Skill Sheet (continued)

EXAMPLE OF SKILL	NAME OF SKILL
5. Have the learners place the following letters of the alphabet in proper order. z x p r n c ___ ___ ___ ___ ___ ___	5. Category: _____ Skill: _____
6. Have the learner determine the meaning of the underlined word in the following sentences. a. She <u>set</u> the table. b. He went <u>set</u> in bridge. c. It was a <u>set</u>-up. d. Let's play one more <u>set</u> of tennis. e. Pick out the <u>sets</u> of four. f. Do you have any onion <u>sets</u>?	6. Category: _____ Skill: _____
7. Have the students form the plurals of the following words. baby_____ moose_____ fox_____ ox_____ mouse_____ goose_____ deer_____ house_____	7. Category: _____ Skill: _____
8. Have the learner match the capital letter with its lower case. H | g h d b	8. Category: _____ Skill: _____
9. Have the learner rewrite the word below so that it fits the sentence. a. The children went _____ (swim) in the pool. b. They _____ (walk) to the department store. c. Amy is _____ (small) than Jamie.	9. Category: _____ Skill: _____

Skill Sheet (continued)

EXAMPLE OF SKILL	NAME OF SKILL
10. Have the learner write the two words which have been put together to make the following words. he's _____ _____ wouldn't _____ _____ you've _____ _____ we'll _____ _____ they're _____ _____	10. Category: _____ Skill: _____

To determine the accuracy of your responses, check your answers with the word recognition feedback sheet on the following page.

1.1 WORD RECOGNITION FEEDBACK SHEET

1.	STRUCTURAL ANALYSIS:	compound words
2.	PHONICS:	variant vowels (r controlled)
3.	PHONICS:	consontants (final)
4.	STRUCTURAL ANALYSIS:	affixes
5.	ALPHABET IDENTIFICATION AND SEQUENCE:	sequence
6.	CONTEXT CLUES:	
7.	STRUCTURAL ANALYSIS:	inflectional endings (plurals)
8.	LETTER FORMS:	capital and lower
9.	STRUCTURAL ANALYSIS:	verb form and comparative
10.	STRUCTURAL ANALYSIS:	contractions

You should have answered eight out of ten correctly for mastery of this section. If you did not, review the categories and skills in which you made errors.

Turn to the Self-Evaluation Record and check (√) your performance on objective 1.1.

TERMINAL OBJECTIVE: 1.0

Program for Improving Reading Achievement

Word Recognition: Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

2.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

2.0 Analyze informal test data for word recognition at the classroom level.

2.1 After examining a list of EC/LO's in word recognition for level 3 and information regarding informal assessment, the participant will develop an informal assessment for one word recognition skill.

2.2 After studying informal assessment data for a group of learners, the participant will develop a skill reinforcement. List which includes each learner's skill needs.

2.1 DEVELOPMENT OF INFORMAL ASSESSMENT FOR WORD RECOGNITION

Formal reading measures usually include testing which can be either group or individual in nature. These standardized measures offer certain general information but they do have limitations. In particular, the limitations include the fact that formal tests:

a. Give grade levels which are of very little diagnostic value because of lack of correlation of levels between tests and reading materials (Gillespie, Johnson, 1974). Grade level scores on standardized tests are not minimum criteria, or mastery, or goals, or anything but averages (Fry, 1977).
b. They do not provide all the necessary diagnostic information for developing a program for learners.

When one considers the limitations of standardized testing, it is apparent that informal diagnosis is not optional but necessary for the teacher. Informal measures must be utilized in order to develop specific objectives for instruction.

In order to informally assess learners, the teacher needs to have a of reading skills (scope) to be mastered by children and the approximate level (sequence) on which they should be taught (Olson, 1976).

In the informal classroom diagnosis the teacher utilizes direct observation of the learner and the direct testing of noted skill deficiencies. The preparation of an informal assessment is based on the following guidelines:

a. Purpose - Why is the test being developed? What objective(s) is it intended to accomplish?
b. Directions - Are the directions clearly and specifically stated?
c. Content - What skill(s) is the test designed to measure?
d. Length - Are there sufficient number of items to measure the skill adequately?
e. Type of Item - Do the items adequately discriminate various levels of difficulty of the skill? Example: Plurals include s, es, y to i.
f. Mastery Level - What percentage of correct responses represents mastery of the skill?

Informal Assessment (continued)

Below is the list of the word recognition skills (scope) for level three (sequence) found in the EC/LO: K-8. Examine these skills.

A. Letter Form
   1. Capital
   2. Lower Case

B. Letters of the Alphabet Identification Sequence

C. Sight Vocabulary

D. Context Clues

E. Phonics
   1. Letter Sound Association
   2. Consonants
      a. Initial
      b. Medial
      c. Final
      d. Blends and Digraphs
   3. Vowels
      a. Short
      b. Long
   4. Variant Vowel Sounds
      a. Vowel Diphthongs
      b. "r" Controlled
      c. Vowel Patterns
      d. Syllable Concepts to Short Vowels
         1. Open
         2. Closed
      e. Schwa Sound

F. Structural Analysis
   1. Compound Words
   2. Inflectional Endings
      a. Plural Endings
      b. Verb Forms
      c. Comparative Endings
   3. Root Words
   4. Affixes
   5. Syllables
   6. Word Families
   7. Contractions
   8. Possessives
   9. Accents

Now that you have examined these skills, divide into groups. Each group will select a skill from the above list and develop an informal assessment which meets the guidelines for the development of informal assessment. If you wish to examine an example of an informal assessment before developing your own, turn to Appendix B. Use the worksheet on the following page.

2.1 WORKSHEET
DEVELOPMENT OF INFORMAL ASSESSMENT

2.1 EVALUATION OF INFORMAL ASSESSMENT

In order that the assessment you have just constructed may be evaluated, exchange it with another group which will apply the Guidelines for the Development of Informal Assessment to it. The evaluation each group makes will be shared with the total group.

A worksheet for completing the evaluation is included on the following page.

2.1 PEER EVALUATION OF INFORMAL ASSESSMENT

Directions: In a group setting, read the informal assessment which you received when assessments were exchanged. Evaluate it by checking Yes or No to each item. Place any comment - good, bad or indifferent - in the space provided under each item. Select a group leader who will report the evaluation to the total group.

		Yes	No
Purpose:	Is the purpose of the informal assessment provided? Comment:_____		
Directions:	Are the directions clear and specific? Comment:_____		
Content:	Is the content focused on one specific skill? Comment:_____		
Length:	Are there sufficient number of items to adequately measure the skill? Comment:_____		
Type of Item:	Do the items adequately discriminate various levels of difficulty of the skill? Comment:_____		
Mastery Level:	Is the mastery level indicated? Comment:_____		

Mastery of this objective includes all "Yes" responses. The inservice leader will assist you in correcting any "No" responses.

2.2 SKILLS FOR REINFORCEMENT FROM INFORMAL ASSESSMENT

While you did informal assessment for one skill in the previous section, it is usually necessary that informal assessment be completed in all skill areas. When such assessment is completed, you as a teacher will be able to determine the skills in which individual learners need reinforcement. For the purpose of this objective, a classroom profile based on informal assessment of the EC/LO: K-8 phonics section is provided. Examine the data and determine which students need reinforcement. Indicate the skill and then list the students who need supplementary instruction in that skill. On the chart, a plus indicates the skill has been mastered by the learner. A blank space indicates non-mastery.

2.2 WORKSHEET
SKILLS FOR REINFORCEMENT

Essential Competencies	STUDENTS: HOMER	ALAN	VERA	SAM	MABLE	ETTA	JOHN	AMY	JAMIE	CHARLIE	JOE	CAROL	DICK	GERALD	LORRAINE
E. Phonics															
1. Letter Sound Association	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2. Consonants															
a. Initial	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
b. Medial	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
c. Final	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
d. Blends & Digraphs					+	+	+	+	+				+	+	+
3. Vowels															
a. Short	+	+				+		+			+	+			+
b. Long	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
4. Variant Vowel Sounds															
a. Vowel Diphthongs			+	+	+					+		+	+	+	+
b. "r" Controlled			+	+	+					+		+	+	+	+
c. Vowel Patterns	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
d. Syllable Concepts to Short Vowels															
1. Open	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2. Closed	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
e. Schwa Sound															

List the skill areas where students need supplementary instruction. Then list the learners. Some learners may appear in more than one list.

SKILL	SKILL	SKILL	SKILL	SKILL
_____	_____	_____	_____	_____
STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS

Check your responses with the feedback on the next page.

2.2 FEEDBACK SHEET
SKILLS FOR REINFORCEMENT

SKILL	SKILL	SKILL	SKILL	SKILL
Blends & Digraphs	Short Vowels	Vowel Diphthongs	"r" Controlled Vowell	Schwa Sound
STUDENTS	**STUDENTS**	**STUDENTS**	**STUDENTS**	**STUDENTS**
Homer	Vera	Homer	Homer	Homer
Alan	Sam	Alan	Alan	Alan
Vera	Mable	Etta	Etta	Vera
Sam	John	John	John	Sam
Charlie	Jamie	Amy	Amy	Mable
Joe	Charlie	Jamie	Jamie	Etta
Carol	Dick	Joe	Joe	John
	Gerald			May
				Jamie
				Charlie
				Joe
				Carol
				Dick
				Gerald
				Lorraine

If you made errors, review the chart of informal test data and correct your responses.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 2.1 - 2.2.

TERMINAL
OBJECTIVE: 2.0

Program for Improving Reading Achievement

Word Recognition; Inservice
Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

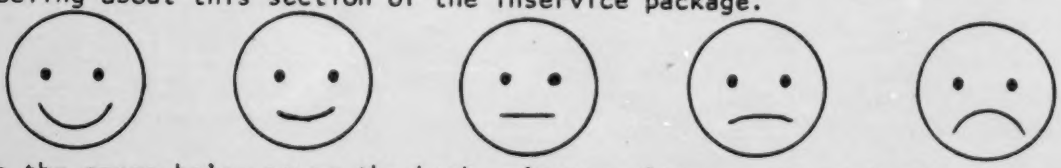
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

3.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

3.0 Propose instructional strategies for word recognition.

3.1 After studying information on skill reinforcement packets, the participant will design two skill reinforcement folders for a word recognition skill.

3.2 After studying information on record keeping for skill reinforcement packets, the participants will generate ideas about record keeping by responding to each question.

3.1 INFORMATION ON SKILL REINFORCEMENT PACKETS

Directions: Read the following material silently in order to obtain background information necessary for developing skill reinforcement packets.

Skill reinforcement packets are defined as individualized teacher-made student materials which present learning tasks in a variety of formats.

Each skill packet indicates the objectives for learner instruction stated in performance terms. The materials used in constructing the packet are usually inexpensive and consist of such items as manila envelopes, construction paper, oak tag, contact paper, laminating film, etc. The evaluation component includes self-checking by the learner, and teacher assessment, via total class/individual progress records. Each skill packet is labeled according to the skill it reinforces and is numbered according to where it belongs in the skill sequence. Also, it is a good idea to number all parts of the skill packet including the packet itself, the envelope, and any small components. The directions for the activities are written on the packet and exercises are developed within.

Classroom management of the skill packet will vary according to the teacher's personal preference and/or classroom organization. Characteristics to consider in designing skill packets include:

1. Individualized Instruction - Use the skill packet with selected students.
2. Learning Center Component - Use the skill packet as a part of a learning center. In fact, the skill packet could be a learning station within a learning center.
3. Total Class - Use the skill packet with the entire class by transposing the skill packet design to the chalkboard or overhead projector.
4. Motivation - Use the skill packet to generate interest by increasing learning options.
5. Enrichment - Use the skill packet to extend skill development.
6. Creativity - Use the skill packet to encourage learners to use their knowledge in unique ways.
7. Self-direction - Use the skill packet to encourage independent study skills and problem solving.
8. Grouping - Use the skill packet as a small group activity or to promote team learning.
9. Modality Instruction - Use the skill packet to provide for varying modes of learning (e.g., visual, auditory, tactile).

Other components of classroom management of skill packets besides usage include:

1. Student Involvement - Encourage students to assist in setting standards and establishing rules for skill packet use.

Skill Reinforcement Packets (continued)

2. Placement - Develop a system for identifying learners needing skill packet reinforcement, e.g., formal and informal assessment.
3. Self-Evaluation - Construct skill packets so that learners can self-check activities on the basis of pre-established criteria.
4. Evaluation - Devise a record keeping system to record progress and to modify learners' instruction.

Before assigning a skill packet to a learner, it is important to determine prerequisite skills necessary for successful completion of the packet. It may be wise to conduct group preparatory activities before allowing the learner to work individually. This would involve explaining the task and doing a sample item. The skill packets permit flexibility by allowing the teacher to adapt to individual differences and paces. An initial presentation to learners of the use and care of skill folders will save time in answering questions and sorting materials. For example, show where the packets are stored, demonstrate and emphasize the need to sort and return all manipulative pieces to the correct envelope.

3.1 DESIGNING A SKILL REINFORCEMENT PACKET

To simulate the designing of a skill reinforcement packet, suppose a teacher through informal assessment discovers certain students are having difficulty with the initial consonants b, p, and d. Based on the informal assessment, she writes the following objectives:

1.0 The learner will demonstrate a knowledge of the consonants b, p, and d.

- 1.1 Given toy objects which begin with the sound of b, p, and d, the learner will match each of them to pictures which have the same initial sound with 90% accuracy.
- 1.2 Given toy objects which begin with the sound of b, p, or d, the learner will match each of them to the symbol b, p, or d with 90% accuracy.
- 1.3 Given pictures which begin with the sound of b, p, and d, the learner will match each picture to the symbols b, p, or d in upper or lower case form with 90% accuracy.

The teacher decides to develop one folder for each of the learner outcomes 1.1, 1.2, and 1.3 to include in the skill packet. She will require directions, activities, learner self-checking, teacher assessment and progress/assignment forms for each folder. A folder to meet objective 1.1 has been designed for you. Examine the folder for objective 1.1 and then using the worksheets which follow, either individually or in a group, develop a folder for objectives 1.2 and 1.3 which meet the requirements above. Be prepared to share your folders with the total group.

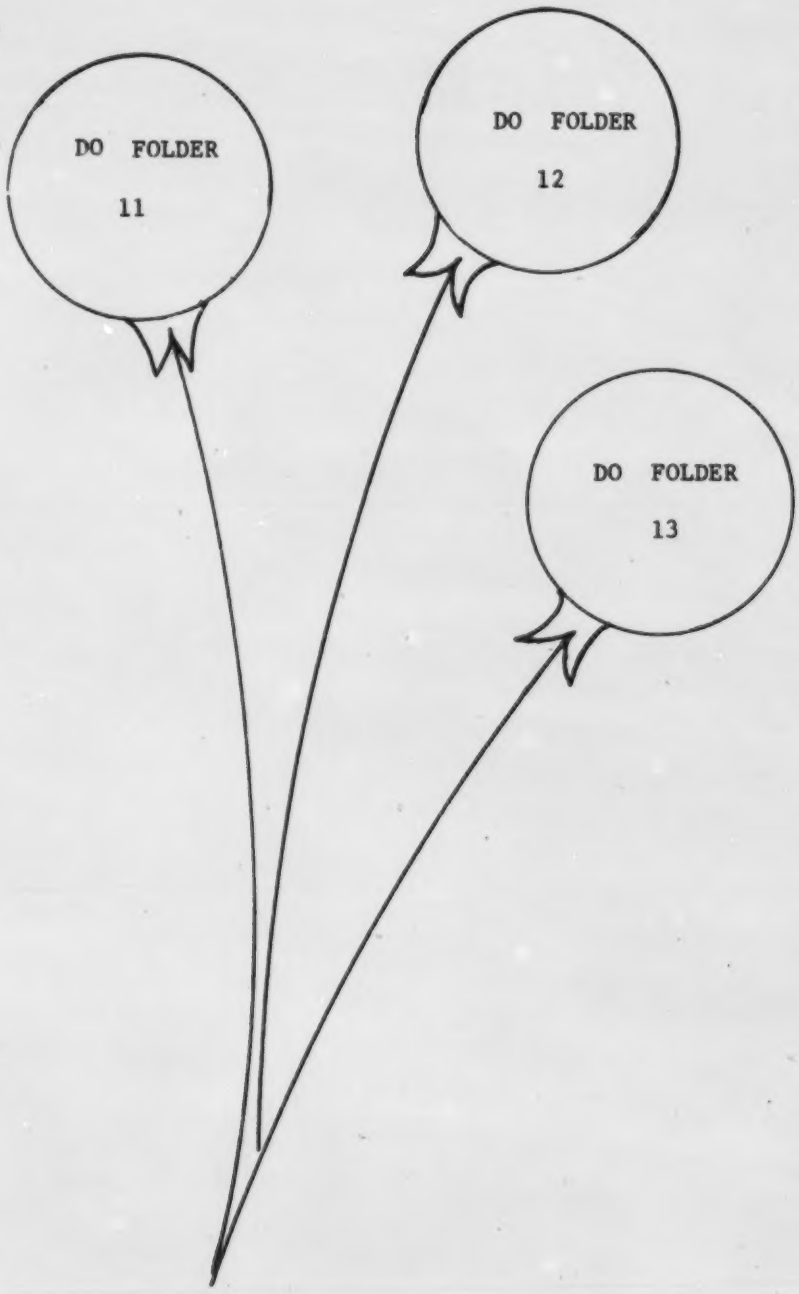
3.1 INDIVIDUAL ASSIGNMENT SHEET AND PROGRESS FORM

NAME Jimmy

DATE January 17

PRACTICE WORK ON

Consonants b, p, d



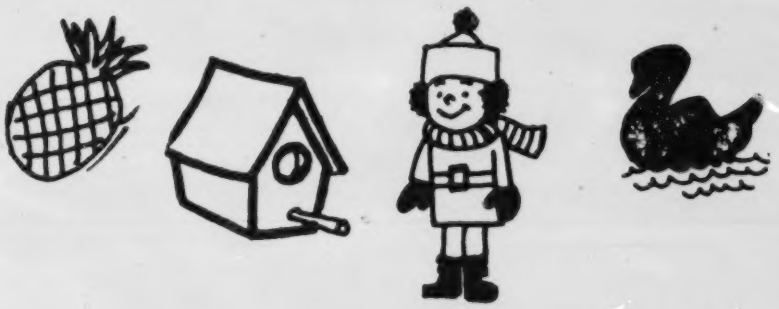
After you have done each folder, have the teacher check your work. Then color the balloon.

3.1 FOLDER FOR OBJECTIVE 1.1

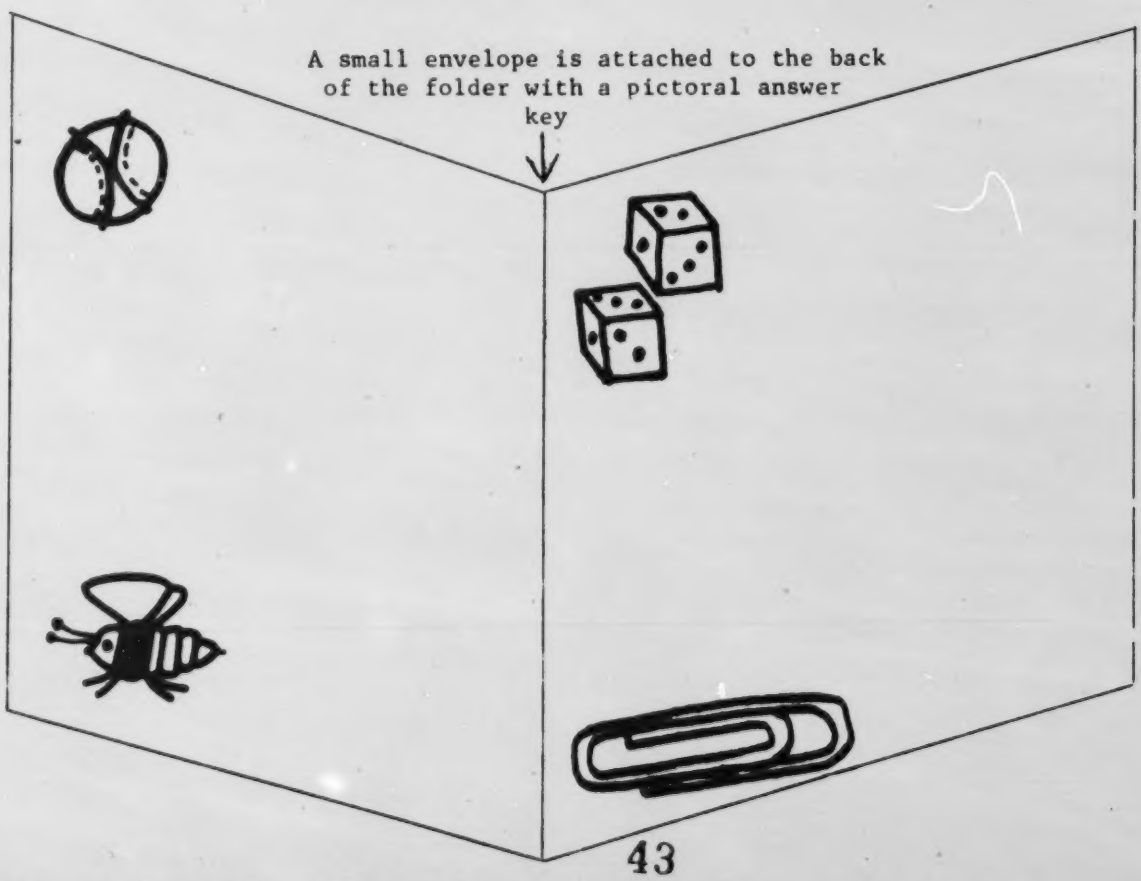
Objective: Given toy objects which begin with the sound of b, p, and d, the learners will match each of them to pictures which have the same initial sound with 90% accuracy.

Directions: Learners place toy items next to the picture on the folder which represents the same initial sound.

The teacher gives the following oral directions to the learners: "Look at each toy. Decide what sound it begins with. Then find a picture on the folder that starts with the same sound and place the toy beside it. When you finish, open the envelope on the back of the folder to check your work. I may ask you to do the folder again later for me."



ACTUAL TOY OBJECTS
(Stored in sandwich bag)



3.1 WORKSHEET
OBJECTS/PICTURES FOR SKILL REINFORCEMENT FOLDERS 1.2 and 1.3

3.1 WORKSHEET
FOLDER FOR OBJECTIVE 1.2

3.1 WORKSHEET
INDIVIDUAL ASSIGNMENT SHEET AND PROGRESS FORM FOR OBJECTIVE 1.2

3.1 WORKSHEET
FOLDER FOR OBJECTIVE 1.3

3.1 WORKSHEET
INDIVIDUAL ASSIGNMENT SHEET AND PROGRESS FORM FOR OBJECTIVE 1.3

3.2 RECORD KEEPING FOR SKILL REINFORCEMENT PACKETS

As a teacher continues to develop skill packets, it will be necessary to inventory the packets and develop a system for recording packet assignments and completion for each learner. An example of a Packet Inventory and Description and a Master Chart for Recording Packet Assignment and Completion follows. Examine these two charts. The inservice leader will discuss the questions which follow with you.

3.2 PACKET INVENTORY AND DESCRIPTION

Packet Number	Skill	Instructional Level	Number of Items	Comments
1	General Sounds	K-1	12	
2	Visual Discrimination	K-1	12	
3	Visual Memory	K-3	10	
etc.				

3.2 MASTER CHART FOR RECORDING PACKET ASSIGNMENTS AND COMPLETION

	# 15-25	# 26-30	# 31-38	#39-46	# 47-52	# 53-65	# 66-80	# 81-90
NAME	Initial Consonants	Medial Consonants	Final Consonants	Blends	Consonant Digraphs	Long Vowels	Short Vowels	Variant Vowels
Mary	X	X						
Estelle	X	X	X	X				
Wayne								
Shirley			X	X				
Joe	X	X	X	X		X		
Chris								
Anne								
Julie	X	X						
Charlie	X	X						
Paul	X	X	X	X		X		
Tina	X	X						
Beth	X							
Lisa	X							

X - Indicates that these packets are not to be done. Write numbers of completed packets in the spaces.

3.2 RECORD KEEPING FOR SKILL REINFORCEMENT PACKETS

Discussion Questions:

1. Indicate the benefits of the record keeping forms to teachers, learners, parents, and administration.

2. What modifications would you make in the record keeping forms you examined?

3. Generate ideas for alternate systems of record keeping.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 3.1 and 3.2.

TERMINAL OBJECTIVE: 3.0

Program for Improving Reading Achievement

Word Recognition: Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

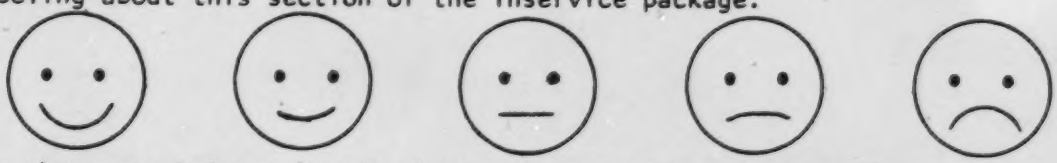
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

4.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

4.0 Evaluate a skill reinforcement packet for word recognition.

4.1 Given an evaluation sheet on skill reinforcement packets, the participant will evaluate the skill packet by responding to each item.

4.1 EVALUATION OF A SKILL REINFORCEMENT PACKET FOR WORD RECOGNITION

Directions: Evaluate the skill reinforcement packet constructed in 3.0 by responding Yes or No to each of the following items.

	Yes	No
1. Is the development of the packets based upon preassessment of learners?		
2. Is the assignment of learners to the packets based upon preassessment?		
3. Are the objectives clearly stated in terms of learner performance?		
4. Are the objectives sequentially ordered and do they lead to logical outcomes?		
5. Are all the materials identified and relevant to the objectives of the skill packet?		
6. Are the activities relevant to the objectives?		
7. Are the directions for use of the center clear, concise and specific?		
8. Is there a learner evaluation component built into the skill packet?		
9. Is the learner evaluation component self-checking to provide for immediate feedback?		
10. Is there a teacher evaluation component based upon the stated objectives built into the skill packet?		
11. Is there a record keeping system for recording learner progress?		

Any "No" responses for items 2 through 11 indicate a weakness in the skill packet. Such weaknesses should be corrected before using the skill packet with learners.

TERMINAL OBJECTIVE: 4.0

Program for Improving Reading Achievement

Word Recognition: Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

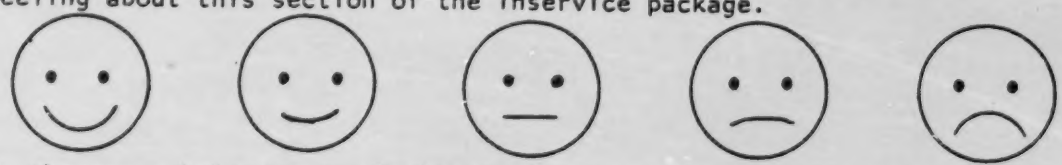
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

SELF-EVALUATION RECORD

Name: _____ Package Title: _____

Directions: List under the headings below the tasks which you have completed in this workshop. This Self-Evaluation Record will act as a reference point to measure your progress during and at the end of the workshop. The numbers in the parenthesis refer to the workshop's terminal objectives and enabling objectives.

	Achieved	Date	Partially Achieved	Not Achieved
(1.0) Demonstrate a knowledge of word recognition skills.				
(1.1) After studying definitions of word recognition skills and illustrative examples of each major skill category contained in the Essential Competencies/ Learner Outcomes: K-8, the participant will match the skill with the example with 80% mastery.				
(2.0) Analyze informal test data for word recognition at the classroom level.				
(2.1) After examining a list of EC/LO's in word recognition for level 3 and information regarding informal assessment, the participant will develop an informal assessment for one word recognition skill.				
(2.2) After studying informal assessment data for a group of learners, the participant will develop a skill reinforcement. List which includes each learner's skill needs.				

Self-Evaluation Record - 2

	Achieved	Date	Partially Achieved	Not Achieved
(3.0) Propose instructional strategies for word recognition.				
(3.1) After studying information on skill reinforcement packets, the participant will design two skill reinforcement folders for a word recognition skill.				
(3.2) After studying information on record keeping for skill reinforcement packets, the participants will generate ideas about recrod keeping by responding to each question.				
(4.0) Evaluate a skill reinforcement packet for word recognition.				
(4.1) Given an evaluation sheet on skill reinforcement packets, the participant will evaluate the skill packet by responding to each item.				

WEST VIRGINIA DEPARTMENT OF EDUCATION

BUREAU OF LEARNING SYSTEMS

DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

M = Mastery

R = Recycle

R/M Q = Did & Wish to go Beyond

V = Did Not Participate

WORD RECOGNITION: INSERVICE
MINI-PACKAGE FOR TEACHERS

EVALUATION - OBJECTIVE MASTERY CHART

Workshop Participants	TO - 1.0	TO - 2.0		TO - 3.0		TO - 4.0
	1.1	2.1	2.2	3.1	3.2	4.1

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APPENDIX A

WORD RECOGNITION SKILLS - TRANSPARENCIES

h	b d H D
A	a g à c
B	p d b g

Paint the fence red.

I bought red paint.

A cowboy rode Old Paint.

M

S

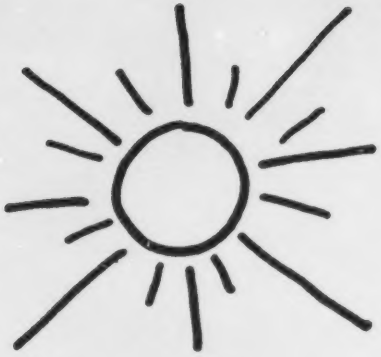
la__er

mi__en

CH

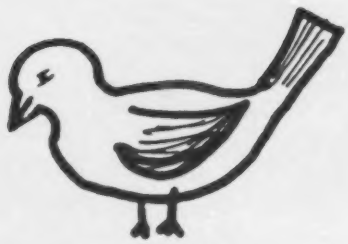
h__t

d__g



s__n

Barn

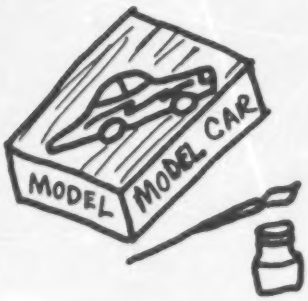


Bird

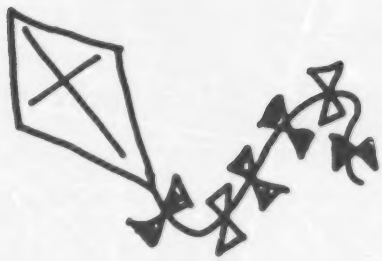
Corn

C V C

C V C e



C V C



C V C e

boy	boys
fox	foxes
ox	oxen
goose	geese
moose	moose
knife	knives
fife	fifes
scissors	scissors
baby	babies
monkey	monkeys
mouse	mice

Verb Forms

Present	Past	Past Participle	Present Participle
walk	walked	walked	walking
freeze	froze	frozen	freezing
go	went	gone	going
be, am, is, are	was, were	been	being

Inflectional Endings
Comparative and
Superlative Forms

	comparative form	superlative form
tall	taller	tallest
beautiful	more beautiful	most beautiful
good	better	best
perfect	perfect	perfect

phono	graph	=	sound	writing
tele	gram	=	far	writing
dis	aster	=	not	star
ante	bellum	=	before	war

APPENDIX B

EXAMPLE INFORMAL ASSESSMENT

EXAMPLE
INFORMAL ASSESSMENT

PURPOSE: To assess mastery of long vowel sounds.

OBJECTIVE: Given a list of one syllable words, the learner will circle each word which contains a long vowel sound.

DIRECTIONS: Draw a circle around one word on each line which has a long vowel sound.

Sample: us (use) hat up

1.	shape	cash	vest	sand
2.	dent	help	flat	fail
3.	fuel	brush	post	wick
4.	clip	must	soap	blot
5.	tack	skill	skip	cave
6.	wild	ring	pure	fish
7.	blunt	tune	gulf	shed
8.	stove	gold	felt	list
9.	for	will	dome	this
10.	frog	they	skill	coach

No. possible: 10

No. correct: _____

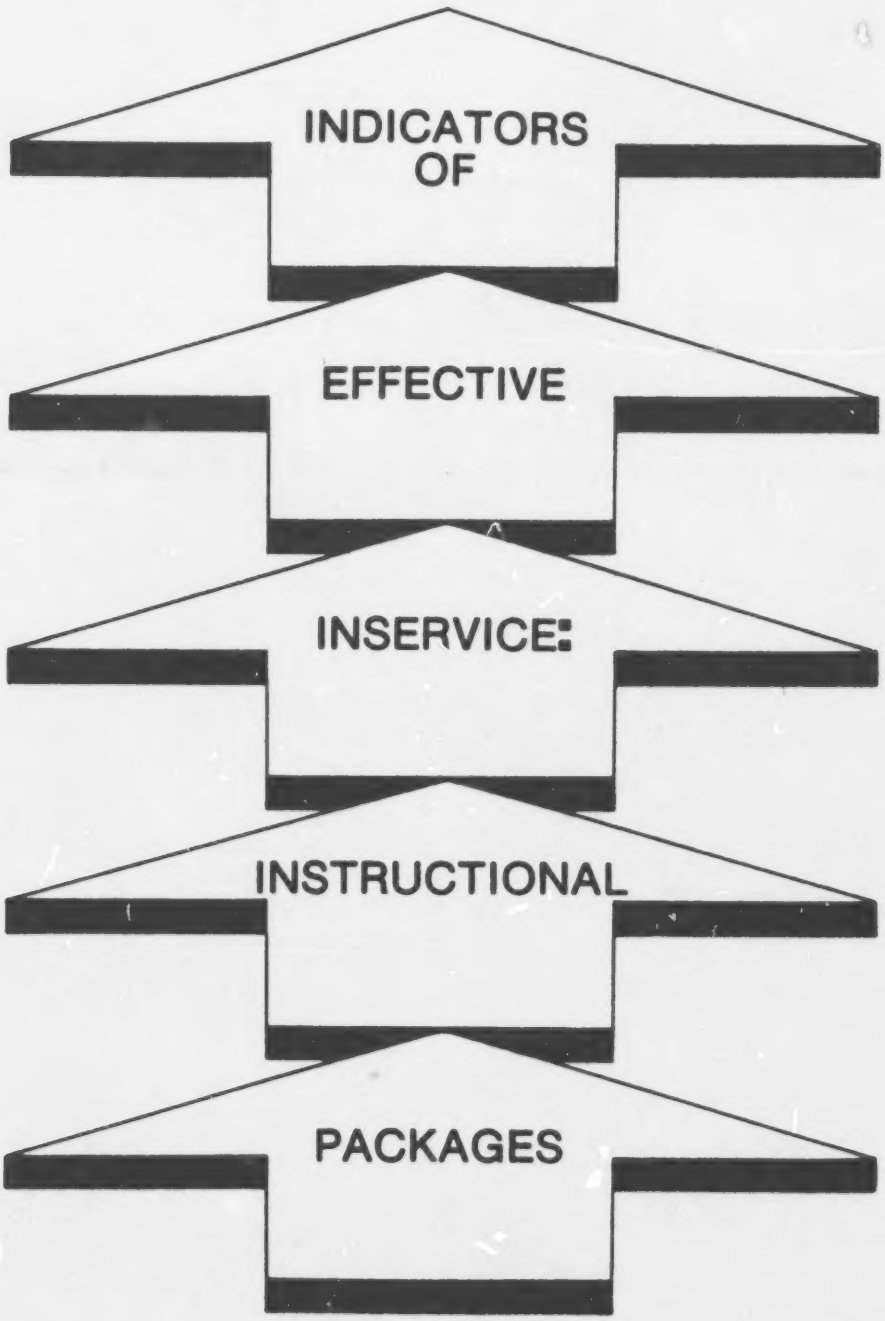
Mastery: 8 out of 10

APPENDIX C

INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

WEST VIRGINIA DEPARTMENT OF EDUCATION



Daniel B. Taylor
State Superintendent of Schools
West Virginia Department of Education

Phil E. Suiter
Assistant State Superintendent
Bureau of Learning Systems

Division of Instructional Learning Systems
Charleston, West Virginia 25305

WEST VIRGINIA BOARD OF EDUCATION
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INDICATORS OF EFFECTIVE INSERVICE:
INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning.

The purpose of Indicators of Effective Inservice: Instructional Packages is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

Acknowledgement is given to the following individuals for their efforts and contributions to the design and development of Indicators of Effective Inservice: Instructional Packages:

Lowell E. Johnson, Professor of Education, Fairmont State College .

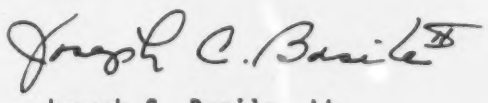
Merrill L. Meehan, Research Assistant Professor, University of Pittsburgh

Glen Cutlip, Curriculum Development Specialist, Reading, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

James Snyder, Curriculum Development Specialist, Industrial Arts, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

H. G. Priester, Professor of Education, Fairmont State College

Nicholas Hobar, Director, Professional Development Systems, Bureau of Learning Systems, West Virginia Department of Education



Joseph C. Basile, II
Director
Instructional Learning Systems
Bureau of Learning Systems
West Virginia Department of Education

INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Directions: Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
_____	_____	_____	1. The overall visual appearance of the instructional package is attractive.
_____	_____	_____	2. The typing format is clear and the type face is consistent throughout the package.
_____	_____	_____	3. The type face is legible.
_____	_____	_____	4. The instructional package is paginated from start to finish including appendices.
_____	_____	_____	5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
_____	_____	_____	6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
_____	_____	_____	7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
_____	_____	_____	8. The instructional package includes an array of multi-media techniques and creative use of sequencing techniques and use of colors where appropriate.
_____	_____	_____	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
_____	_____	_____	10. The instructional package includes an introductory visual which illustrates the sequence of the package.
_____	_____	_____	11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
_____	_____	_____	12. The instructional package includes a bibliography.
_____	_____	_____	13. This instructional package is attractive and contains materials you (the evaluator) would be proud of developing.

B. Rationale of the Instructional Package:

_____	_____	_____	14. Has a clear statement of purpose that establishes set and relevance for the materials - the <u>why</u> of the materials.
_____	_____	_____	15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
_____	_____	_____	16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
_____	_____	_____	17. Identifies prerequisite competencies for completion of this package.
_____	_____	_____	18. Communicates the intent of the package by gearing the language level to the age and type of group.

C. Objectives of the Instructional Package:

_____	_____	_____	19. State precisely and clearly what the participant is expected to perform.
_____	_____	_____	20. State precisely and clearly the conditions under which the participant is expected to perform.
_____	_____	_____	21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear	
_____	_____	_____	22. Are identifiable as cognitive, performance, affective, and/or consequence.*
_____	_____	_____	23. Consider whether the objectives for the participants provide for future consequences in the classroom.
_____	_____	_____	24. Are achievable and relevant to the participant.
_____	_____	_____	25. Are consistent, sequentially ordered, and lead to logical outcomes.

D. Preassessment of the Instructional Package:

_____	_____	_____	26. Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
_____	_____	_____	27. Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
_____	_____	_____	28. Creates positive motivation and encourages active participation for the materials that follow.
_____	_____	_____	29. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

*Cognitive objectives are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:

a. interactive: objectives performed with learners (e.g., questioning skills)
b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the results brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
_____	_____	_____	30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
_____	_____	_____	31. Has criterion-referenced instruction.
_____	_____	_____	32. Includes a variety of verbal and non-verbal techniques.
_____	_____	_____	33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
_____	_____	_____	34. Provides for psychological set, meaningful interactions, and closure.
_____	_____	_____	35. Operationally defines the vocabulary essential for utilization of the materials.
_____	_____	_____	36. Includes learning activities that are meaningful to the participants.
_____	_____	_____	37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
_____	_____	_____	38. Considers a time frame for accomplishment.
_____	_____	_____	39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
_____	_____	_____	40. Is participant-oriented and participant-completed.
_____	_____	_____	41. Tells the participant if he/she needs further instruction and on which objectives.
_____	_____	_____	42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
_____	_____	_____	43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
_____	_____	_____	44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
_____	_____	_____	45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
_____	_____	_____	46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
_____	_____	_____	47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and <u>not</u> to rank or compare participants against each other.

Overall reactions to the inservice package _____

_____

_____

_____

_____